EMOTIONAL MATURITY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, MENTAL HEALTH, HOME ENVIRONMENT AND TYPE OF SCHOOL

SYNOPSIS OF THE THESIS

Submitted by

VANDANA

Registration No.: AU20EDPHD0056

Under supervision of

Dr. NEELAM

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION
FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES,ABHILASHI UNIVERSITY
CHAIL-CHOWK, MANDI (H.P.) -175028

DECEMBER 2021

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"EMOTIONAL MATURITY ~~AMONG~~ SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, MENTAL HEALTH, HOME ENVIRONMENT AND TYPE OF SCHOOL"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: NER CHOWK

Date: 7th December, 2021

Signature of the Scholar

Name of Scholar
VANDANA

Forwarded by: Concern Supervisor

Place: NER CHOWK

Date: 7th December, 2021

Signature of the Supervisor
07-12-2021

Name of the Supervisor
(DR. NEELAM)

CERTIFICATE

This is to certify that the thesis titled **"EMOTIONAL MATURITY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, MENTAL HEALTH, HOME ENVIRONMENT AND TYPE OF SCHOOL"** is an original piece of work done by Vandana under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: NER CHOWK

Date: 7th December, 2021

07-12-2021

Signature of the Supervisor

Name of the Supervisor

(DR. NEELAM)

INTRODUCTION

“By Education I mean an all-round drawing out of the best in the child and man-Body, Mind and Spirit."

…..Mahatma Gandhi

Great philosopher, educationist and idealist Mahatma Gandhi has rightly said that “Literacy is not the end of education nor even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education”. They stressed on all round development. All round development means physical, mental, intellectual, emotional, aesthetic, social, moral and spiritual development of an individual. True education, as Gandhi says, "is that which draws out and stimulates the spiritual, intellectual, emotional and physical faculties of the children”. It is more than the academic development of the child. Emotional development is one of the significant aspects of educational growth and development. Almost all the behaviours of man are guided in some degree by emotions. Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, character, learning process and area of adjustment. Emotions play quite a significant role in guiding and directing our behaviour. Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to. On the other hand, if a person has no emotions in him, then he becomes crippled in terms of living his life in a normal way. In this way, emotions play a key role in providing a particular direction to our behaviour and thus shaping our personality according to their development.

Meaning of Emotions

Etymologically, the word emotion is derived from the Latin word ‘emovere’ which means 'to stir up' or 'to excite. Emotion can thus be understood as an agitated or excited state of our mind and body. Taking clue from its derivation, various psychologists have tried to define the term emotion' in their own ways. Some of the definitions are as follows:

Woodworth (1945) in Mangal, S.K. (2007) stated that emotion is a 'moved' or 'stirred-up state of an organism. It is a stirred-up state of feeling that is the way it

appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer.

Crow and Crow (1973) in Mangal, S.K. (2007) explored that emotion is an affective experience that accompanies generalised linear adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour.

Charles G. Morris (1979) in Mangal, S.K. (2007) defined that emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behaviour patterns.

Thus, according to different psychologists, their definitions emotions as some sort of feelings or affective experiences which are characterised by some physiological changes that generally lead them to perform some or the other types of behavioural acts.

The process of maturation and learning play effective roles in the development of emotions in the human beings. As a child grows, he may acquire various positive and negative emotions through his environmental experiences and training. Emotions are in all sense, the learned and acquired pattern of behaviour. Whatever, experience, education or training a person may get for the expression of his emotional behaviour during his childhood and adolescence, we expect from him a quite mature behaviour in terms of his emotional expression during his adulthood. Besides attaining maturity in terms of his physical and mental development, an adult should also demonstrate adequate maturity in terms of his emotional development. In other words, he must be emotionally mature and must exhibit it in his behaviour.

Meaning of Emotional Maturity

Emotional maturity is a characteristic of emotional behaviour which is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well-balanced emotional behaviour in his day-to-day life. A person may be said to be emotionally matured if he has in his possession almost all types of emotions-positive or negative and is able to express them at the appropriate time in an appropriate degree.

Jersild in Walia, J.S. (2007) elaborate emotional maturity as the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others to love and to laugh: his capacity for whole-hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would rile the temper of any reasonably tolerant or sensible person; and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of coverage such as must be assumed by persons afraid to admit that they are afraid.

Cole'sin Walia, J.S. (2007) view the chief index of emotional maturity as the ability to bear tension. This view point lays stress upon 'self-control' not on 'self-fulfilment'.

Alexander Magoun in Walia, J.S. (2007) described emotional maturity as the refined and developed ability to understand and use one's emotions in personally controlled ways.

Signs of Emotional Maturity

Alexander Magoun listed following signs of emotional maturity:

1. Confidence and respect for one's own integrity.

(a) Believing oneself to be important without taking oneself tooseriously.

(b) Recognising and evaluating pressures from other persons and pressures from outside events.

2. Ability to face reality honestly, no matter how disagreeable.

3. Self-control even in upsetting situations.

4. The desire to serve instead of desire to shine.

5. Well-developed discrimination.

Hence, emotional maturity refers to a stage of individual in which the individual is able to face reality and deal with it. They also show interest in giving and receiving love and is able to learn from their experiences and able to accept frustration and hostility in a productive manner.

Factors affecting Emotional Maturity

Some of the factors affecting emotional maturity are as follows:

1. Home-Environment
2. Parent child relationship
3. Gender
4. Family size
5. Order of Birth
6. Socio-economic status
7. School
8. Peer group
9. Society

MENTAL HEALTH

Good health depends on the state of both body and mind. Each exerts a direct influence on the other. A healthy person is not only physically healthy but also mentally healthy. Health means that both body and mind arc working efficiently and harmoniously. Mental health is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. If a person is well adjusted, he has good physical health and desirable social and moral values, his mental health is likely to be good. Good mental health is indicated in such persons as are happy, healthy, hopeful and have harmonious personality.

Hadfield's View: "Mental health is the full and harmonious functioning of the whole personaliiy" Walia, J.S. (2007).

According to **World Health Organisation,** "Mental health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" Walia, J.S. (2007).

Boehm in Walia, J.S. (2007)**:** Mental health is a condition and level of social functioning which is socially acceptable and personally satisfying.

In the light of above definitions it can be concluded that mental health is a condition or a state of harmonious functioning of the human personality. It is a state of one's peace of mind, satisfaction, happiness, effectiveness and harmony brought

out by one's level of adjustment with his self and the world at large. Mental health is generally thought of as a personal quality which the ability to adjust satisfactorily to the various strains of environment or different kinds of situations in an individual's life. Mental health is the condition of the personality, which includes immediate adjustment to meet and solve the problem, maintaining inner stability when facing new situations. The importance of maintaining a good mental health is crucial to living a long and healthy life.

HOME ENVIRONMENT

Home environment signifies the climate prevailing in the home, which, in general varies from culture to culture, society to society and family to family. It is well known that home is most important place where a child gets the love, care and sympathy through playful learning activities. The warmth of relationships between parents and children and siblings is the most important factor of home-environment. Home environment affects the various spheres of one's life like intelligence, personality, learning ability, adjustment behaviour, life style, emotions, habits, attitudes etc.

Brown (1939) in Singh (2011), "A family is an inducing association of parents and offspring, whose primary functions are the socialization of the member's desire from recognition and response."

Webster (1961) in Singh (2011), "House is the abiding place of the affection especially domestic affection. It is the social unit or centre formed by the family living together".

Drinkmeyer (1967) in Singh (2011)**,** "The family is the major environment and renamed throughout the life of the most pervasive of all influences."

Tiwari, Merbhatt and Kumar (1981)in Singh (2011) said that home environment is the most important socializing agent that influences the child's life**.**

Unniyl and Beena (1989)in Singh (2011) define home environment as an interpersonal relationship between parents and child. Home Environment includes the parents attitude towards the child relative to freedom versus restriction, dominance versus submission, acceptance versus rejection, trust versus distrust,

warmth versus coldness, expectations versus hopelessness, open communication versus cold communication. It is also suggested that the development of and profile characteristics is related to subject of the set of the envy forces.

A home environment decides how children grown up. Parents always try to provide good family environments for their children. Besides having a family and raising children, economical balance is essential. The home environment is considered as the primary site of socialisation where children learn their first cultural norms, values and expectations of the society in which they live. It provides the social support system for children.

REVIEWS OF RELATED LITERATURE

Bala, Majeed, Gupta (2020) investigated the impact of emotional maturity and family environment on academic resilience of college students. To achieve the set objective of this study, descriptive survey method was used. The sample of present study was 200 college students of five districts of Kashmir. The data was analysed by using multiple regressions analysis. The results of the study revealed that family environment is exerting more impact on academic resilience of college students as compared to emotional maturity.

Kumar and Mishra (2020) aimed to study the impact of home environment on the social development of children. Study was conducted on 370 children. Their behaviour was observed by three different observers namely teachers, parents and by the investigators. They found that home environment plays a delicate and important role in moulding a child's behaviour.

Tripathy (2020) conducted a study on emotional maturity of secondary school students in Kalahandi and Bolangir districts of Odisha with an objective to analyse the emotional maturity of the secondary school students. A sample of 1000 secondary school students was selected for the present research. The researcher has adopted descriptive research design for this study and using Emotional Maturity Scale developed by Bhargava and Singh (1990) for data collection. Data emerging from the mentioned studies have been statistically analysed for comparing mean scores and computing the magnitude on emotional maturity of secondary school students in

Kalahandi and Bolangir districts of Odisha respectively. The finding of the study reported that there was not any significant difference in various areas of emotional maturity of government and private school students; no significant difference in the emotional maturity level of boys and girls school students and there is no significant difference between in the emotional maturity level of rural and urban secondary school students of both districts of Odisha.

Upadhyay et. al. (2020) investigated the emotional maturity in an adolescent group of 14 to 17 years of age. Descriptive statistics were used to analyse the participants' emotional maturity. Results revealed that majority of the participants (70.5%) had average emotional maturity, 21.3% participants had above average emotional maturity and 5.2% participants had below average emotional maturity. Statistical analysis disclosed that there was no significant difference in the emotional maturity of boys and girls.

Kaur (2019) aimed to find the correlation between mental health and emotional maturity of prospective teachers. Researcher also wanted to find whether emotional maturity is significant predictor of mental health of prospective teachers. The conclusions of the study revealed that there is a positive and significant correlation between the mental health and different dimensions of emotional maturity of prospective teachers like emotional instability, emotional regression, social maladjustment and lack of independence, except personality disintegration. Furthermore, emotional maturity is significant predictor of mental health of prospective teachers.

Majumdar and Das (2019) aimed to show that whether the students of class IX are emotionally mature in Asansol area and also want to compare the emotional maturity of class IX students of Asansol on the basis of School type & gender. A sample of 200 students of class IX was taken as sample. The findings revealed that the students of government schools were more emotionally matured than students of private schools. Likewise, girls of class IX were more emotionally mature than boys.

Rani and Kumari (2019) examined the effect of family environment of adolescents on their emotional maturity. Also, they examined the relationship between family environment and emotional maturity. Result of the present study explored that there was no noteworthy difference between male and female adolescents with regard

to their scores of family environment and emotional maturity. The study further revealed that family environment play important role in the development of emotional maturity and there was positive correlation between the two.

Yogaraj and Pazhanivelu (2019) conducted a study to find out the relationship between Emotional maturity and mental health of higher secondary students. Sample for the study was higher secondary schools students of Melmalaiyanur block of Viluppuram district in Tamil Nadu. Data was analysed through Percentage analysis, Mean, SD, 't' test and Pearson product moment correlation coefficient. The study revealed that 8.5% higher secondary students had high level emotional maturity and 10.0% students had high level of mental health. Emotional maturity was higher in case of girls than boys. Study revealed no significant difference in terms of locality of students. Likewise, no significant difference was found in mental health of students with respect to their gender and locality of school. A significant correlation was found in emotional maturity and mental health of higher secondary students.

Biswas (2018) studied emotional maturity of students of higher secondary school with an aim to examine the emotional maturity level among the students of higher secondary schools. The sample for present study was 100 students of four Higher Secondary Schools from based on rural and urban areas in Bongaon Town, State of West Bengal. It was found that all higher secondary school students have satisfactory emotional maturity. The results further revealed that there is no significant difference in emotional maturity of higher secondary school students on the basis of their gender and location.

Biswas (2018) conducted a study on emotional maturity among higher secondary school students in relation to their self-esteem. The descriptive survey method was used for data collection. The findings of the study revealed that there exists a positive relationship between emotional maturity and self-esteem. Also, there exists significant difference between male and female regarding their emotional maturity but there exists no significant difference between rural and urban student regarding their emotional maturity.

Joy and Mathew (2018) conducted a study entitled "Emotional Maturity and General Well-Being of Adolescents" with an aim to find the relationship between

emotional maturity and general well-being of adolescents. Sample for the present study was 300 higher secondary students aged between 15-18years. Result of this study indicated that there exists a significant relationship between emotional maturity and general well-being of adolescents.

Verma, Vijayshri & Vinu (2018) conducted a study entitled, "Emotional Maturity in Relation to Adjustment among High School Adolescents of Joint and Nuclear Families". Objective of the study was to investigate the relationship of emotional maturity and adjustment among high school adolescents of joint and nuclear families. Tools used were Adjustment Inventory for School Students (AISS) by Sinha & Singh (2005) and Emotional Maturity Scale (EMS) by Singh & Bhargava (1999). The age group of sampled population was 14 to 18 years which was randomly selected from different private and government schools of Patna city. Correlation analysis was used. The results of this study indicated a significant positive relationship of emotional maturity with adjustment among high school adolescents. A positive relationship was also found among male and female, joint family and nuclear family adolescents. Further, Emotional maturity was found to have a negative correlation with educational adjustment among high school adolescents.

Kumar and Kiran (2017) conducted a study entitled "Emotional Maturity: A Study of Secondary School Teachers". Researchers aimed to find whether teachers differ in emotional maturity in relation to their gender, qualification and locality. The study revealed that there were no significant gender differences in emotional maturity among teachers. Also, no significant differences were found in emotional maturity of teachers in relation to their qualifications and locality.

Dutta, Chetia & Soni (2015) conducted a comparative study on emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam. The study examined the emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam. The method used for data collection was descriptive survey method. The study reported that there was no significant difference in various areas of emotional maturity of government and private school students. Similarly, no significant difference in the emotional maturity level of boys and girls school students was found. Further, no significant difference between emotional

maturity level of rural and urban secondary school students of both districts of Assam was found.

Gupta & Rani (2015) conducted a study to find out the effect of home environment on academic achievement of secondary school students. The sample comprised of 200 students from private schools in Rohtak city affiliated to Central Board of School Education. Statistical techniques like Mean, S.D, and t-test were employed to find out the effect of various dimensions of home environment on academic achievement of secondary school students. The study revealed that three dimension of home environment, namely control, reward and permissiveness have significant effect of academic achievement of secondary school students whereas other seven dimensions of home deprivation of environment, namely protectiveness, punishment, conformity, social isolation, deprivation of privilege, nurturance, and rejection did not have any significant effect on academic achievement secondary school student.

Mondal (2015) conducted a study entitled "Effect of Home Environment on Different Dimensions of Emotional Maturity of Adolescents". Investigator aimed to find out the effect of home environment on different dimensions of emotional maturity of adolescents of Bilaspur District of Chhattisgarh. A sample of 120 Adolescents was selected for the study. It was found that there is a significant effect of home environment on all the dimensions of emotional maturity of adolescents.

Anand, Kunwar N. and Kumar (2014) studied the impact of different factors on emotional maturity of adolescents of co-ed school. In present study sample consists of 220 students of IXth, Xth, XIth and XIIth class selected from the coeducational English medium schools of Kanpur district. Out of which 110 were boys and 110 were girls. The sample was collected by using multistage random sampling technique. Study revealed that family, peer group, school and society plays an important role in the emotional stability of adolescent and this comes by the emotional maturity of adolescent girls and boys.

Thakur (2012) investigated the emotional maturity of secondary school students in relation to self-concept in Sirsa district of Haryana. The objectives of the study was: (i) to compare the emotional maturity of government and private

secondary school students, (ii) to compare the emotional maturity of government girls and private girls' secondary school students. The third objective of the study was to compare the emotional maturity of government boys and private boys' secondary school students. The descriptive survey method was used for data collection. It is found that there is significant difference between emotional maturity of government and private school students. It was also found that there existed no significant difference between emotional maturity of government school girls and emotional maturity of private school girls of secondary schools. Similarly, it was noticed that there was no significant difference between emotional maturity of government school boys and emotional maturity of private school boys of secondary schools.

Dixit & Sharma (2011) studied the Effect of family climate on mental health and anxiety of adolescents. The objective of the study was to see the comparative effect of favourable and unfavourable family climate on mental health and anxiety. Results revealed that there was a significant difference in the scores of mental health & anxiety between students with favourable family climate and unfavourable family climate.

NEED AND SIGNIFICANCE OF THE STUDY

Emotions are regarded as springs of life. Emotion groups the dynamics of behaviour which in turn intensify the energies of force which initiate activity. Emotions present the dynamic adjustment of individual that works for happiness, contentment and well-being as well. Emotional maturity is one of the important characteristic of individual's emotional behaviour which is attained by an adult generally during his adolescence period. Emotional maturity may be generally regarded as an ability which makes an individual able enough to make a balance in his emotional behaviour. Also, emotional maturity is the ability to handle situations without unnecessarily escalating them. Emotions are very important for human's life. Control over emotion and understand others emotions make a personality of a human being, which is important for adjustment with Home School and Society (Biswas (2018). A person can be supposed to be emotionally mature if he/she has an ability to express their emotions adequately at appropriate time in an appropriate degree (Joy and Mathew (2018). Emotional maturity plays a significant role in how an individual

behaves at home, school and society (Rani and Kumari (2019). Growth and development take place through the life of an individual and focuses on various developmental changes like physical, mental, intellectual, emotional, social and cultural changes through which all humans have to go through. Basically, Growth concentrates on the bodily changes across diverse parts of the body while, development mentions the orders of sequence that all human beings follow during their life-cycle. Development mainly emphasized on the achievement of skills and capabilities. Human growth and development crosses many stages like infancy, childhood, adolescence and adulthood. Hurlock, E. (1981) in Joy and Mathew (2018) mentioned that "Adolescence is the period of transition between childhood and adulthood that involves biological, cognitive and socio-emotional changes". It can also be said that it involves the physical and psychological growth and development of an individual during the puberty period usually noticeable among adolescents. Generally, ages lying within the range 10 to 24 years are considered in adolescence period. Stanley Hall in Walia J.S. (2007) has remarkably said adolescence as a period of great 'Stress and Strain; Storm and Strife". According to him the concept of Storm and Stress is encompassed with three key elements namely conflict with parents and authority figures, mood disturbances and risky behaviour. Also, every individual undergoes distinct emotional experiences. These fluctuations during this period are associated with new risks and opportunities which are further responsible for the positive as well as negative influences in an individual's behaviour and attitude.

The purpose of the present study is to study the emotional maturity of secondary school students of class 9th, 10th, 10+1 and 10+2 (age group 13-18 years) in relation to their gender, mental health, home environment and type of school. The youngsters of mentioned age group face many types of pressures at home and also outside the home along with lot of physical, emotional, social and cultural changes. These fluctuations may have a great impact on adolescents. Family is most valuable among all of the institutions that man has devised for regulating and integrating his behaviour (Rani and Kumari (2019). The family plays a crucial role to nurture their children with great affection and care. Everybody wants to prepare their ward for their role and function in society. The home environment moulds the behaviour, personality and attitude, level of aspiration, aptitude and self- esteem of the child (Singh (2011). The emotional maturity is also affected by home environment and

mental health, which means that these two factors also play an important role in shaping emotional maturity of an individual. In the present scenario even the small children are facing different kinds of pressures because of changing life-style, cultural and social aspects. Adolescents, who are crossing through age of storm and strife is bound to face more pressures which further, affect their attitudes, personality and emotional maturity. In the fast changing society home environment is also changing. So many conflicting conditions at home and outside the home disturbs the mental health of people too. Shah and Sharma (1984) in (Singh (2011) found if parents want their children to achieve better they should provide and maintain in family highly congenial atmosphere. Family environment play important role in the development of emotional maturity and there was positive correlation between the two (Mondal (2015); Rani and Kumari (2019) and Bala, Majeed, Gupta (2020).These researches showed that family and home environment play major role in adolescences' life. The decent home environment helps in ensuring adequate emotional maturity which further leads towards the balanced mental health which also includes our emotional, psychological, and social well-being. Adequacy in mental health is important at every stage of life right from childhood. Although many studies have been conducted on emotional maturity in relation to various variables but the investigator could not find such studies which explored the effect of gender, mental health, home environment and type of school on emotional maturity of secondary school students. As emotional maturity is a pre requisite for a positive personal and professional life, it is necessary to provide such helpful conditions in early spans of life which will boost it in life. Therefore, in the present investigation, investigator visualized a need to study the emotional maturity of secondary school students in relation to various variables like gender, mental health, home environment and type of school in a combined form. The title of the study is as follows:

STATEMENT OF THE PROBLEM

"Emotional Maturity of Secondary School Students In Relation to their Gender, Mental Health, Home Environment and Type of School"

RESEARCH QUESTIONS

1. Do gender, mental health, home environment and type of school have any effect on the level of emotional maturity?
2. Will there be any difference in emotional maturity of secondary school students based on gender, mental health, home environment and type of school?
3. Will there be any interaction between gender, mental health, home-environment and type of school in relation to the emotional maturity of secondary school students?

OBJECTIVES OF THE STUDY

Keeping in view the statement of the problem and by reviewing the related literature the researcher has framed the following objectives:

1. To study the level of Emotional Maturity of Secondary School Students in relation to their Gender.
2. To study the level of Emotional Maturity of Secondary School Students in relation to their Mental Health.
3. To study the level of Emotional Maturity of Secondary School Students in relation to theirHome Environment.
4. To study the level of Emotional Maturity of Secondary School Students in relation to their Type of school.
5. To compare the Emotional Maturity of Secondary School Students in relation to their Gender.
6. To compare theEmotional Maturity of Secondary School Students in relation to their Mental Health.
7. To compare theEmotional Maturity of Secondary School Students in relation to relation to various dimensions of Home Environment i.e.
    a) Control
    b) Protectiveness
    c) Punishment

d) Conformity
e) Social isolation
f) Reward
g) Deprivation of Privileges
h) Nurturance
i) Rejection
j) Permissiveness

8. To compare the Emotional Maturity of Secondary School Students in relation to their Type of school.
9. To study the interaction effect of
    a) Gender and Mental Health
    b) Gender and Home-Environment
    c) Gender and Type of School
    d) Mental Healthand Home-Environment
    e) Mental Health and Type of School
    f) Home-Environmentand Type of School
    g) Gender, Mental Health, Home-Environmentand Type of School

    with regard to the Emotional Maturity of Secondary School Students.
10. To develop and standardize an 'Emotional Maturity Scale'.

HYPOTHESES OF THE STUDY:

The following are the hypotheses of the present study corresponding to its objectives:

1. There will be no significant difference in the level ofEmotional Maturity of Secondary School Students in relation to their Gender.
2. There will be no significant difference in the level of Emotional Maturity of Secondary School Students in relation to their Mental Health.
3. There will be no significant difference in the level of Emotional Maturity of Secondary School Students in relation to their Home Environment.
4. There will be no significant difference in the level of Emotional Maturity of Secondary School Students in relation to their Type of school
5. There will be no significant difference in theEmotional Maturity of Secondary School Students in relation to their Gender.
6. There will be no significant difference in the Emotional Maturity of Secondary School Students in relation to their Mental Health.

7. There will be no significant difference in the Emotional Maturity of Secondary School Students in relation to various dimensions of Home Environment i.e.
    a) Control
    b) Protectiveness
    c) Punishment
    d) Conformity
    e) Social isolation
    f) Reward
    g) Deprivation of Privileges
    h) Nurturance
    i) Rejection
    j) Permissiveness
8. There will be no significant difference in the Emotional Maturity of Secondary School Students in relation to theirType of school.
9. There will be no significant interaction between
    a) Gender and Mental Health
    b) Gender and Home-Environment
    c) Gender and Type of School
    d) Mental Health and Home-Environment
    e) Mental Health and Type of School
    f) Home-Environment and Type of School
    g) Gender, Mental Health, Home-Environment and Type of School

    with regard to the Emotional Maturity of Secondary School Students.

DELIMITATIONS OF THE STUDY

This study will be delimited to following aspects.

- Emotional Maturity of Secondary school students will be taken as dependent variable. The independent variables in this study will be Gender, Mental Health, Home environment and Type of School.
- The study will be restricted to secondary school students studying in class 9^{th}, 10^{th}, 10+1 and 10+2 of government and private secondary schools affiliated to Himachal Pradesh Board of School Education, Dharmshala.
- The study will be restricted to five districts (Kangra, Mandi, Shimla, Sirmour and Chamba) of Himachal Pradesh.

- Survey method under descriptive research will be used.

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OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

Emotional Maturity

Emotional maturity is the ability of individual as how well they are able to respond to situations, control their emotions and behave in an adequate manner when dealing with others.

Mental Health

Mental health refers to overall psychological well-being. It comprises the way we feel about ourselves, the quality of our relationships, and our ability to manage our feelings and deal with difficulties.

Home environment

Psycho-social climate of home is considered as Home environment in the present study.

Secondary School Students

A secondary school describes an institution that provides secondary education. The students, who are studying in class 9^{th}, 10^{th}, 10+1 and 10+2 of government and private secondary schools affiliated to Himachal Pradesh Board of School Education, Dharmshala will be operationally termed as Secondary school students.

RESEARCH METHODOLOGY

In the present study survey method under descriptive research will be followed.

SAMPLING

The sample of the study will comprise secondary school students of Himachal Pradesh. In order to keep the study practicable enough, a multistage random sampling technique will be adopted in the study. In the first phase the 12 districts of Himachal Pradesh will be ordered from rank 1 to rank 12 depending upon the number of secondary schools in each district. This will be done on basis of the report of Statistical Abstract of Himachal Pradesh 2018-2019. Then, top five districts will be taken for final data collection. The sample (1500 students belonging to class 9^{th}, 10^{th},

10+1 and 10+2) from government and private secondary schools will be taken by using convenient sampling.

VARIABLES OF THE STUDY

Independent Variables

- Gender
- Mental Health
- Home environment
- Type of School

Dependent Variable

- Emotional Maturity

RESEARCH TOOL TO BE USED

1. Emotional Maturity Scale to be developed by investigator herself.
2. Home Environment Inventory by K.S. Mishra (2012).
3. Mental Health Scale by Sushma Talesara and Akhtar Bano (2017)

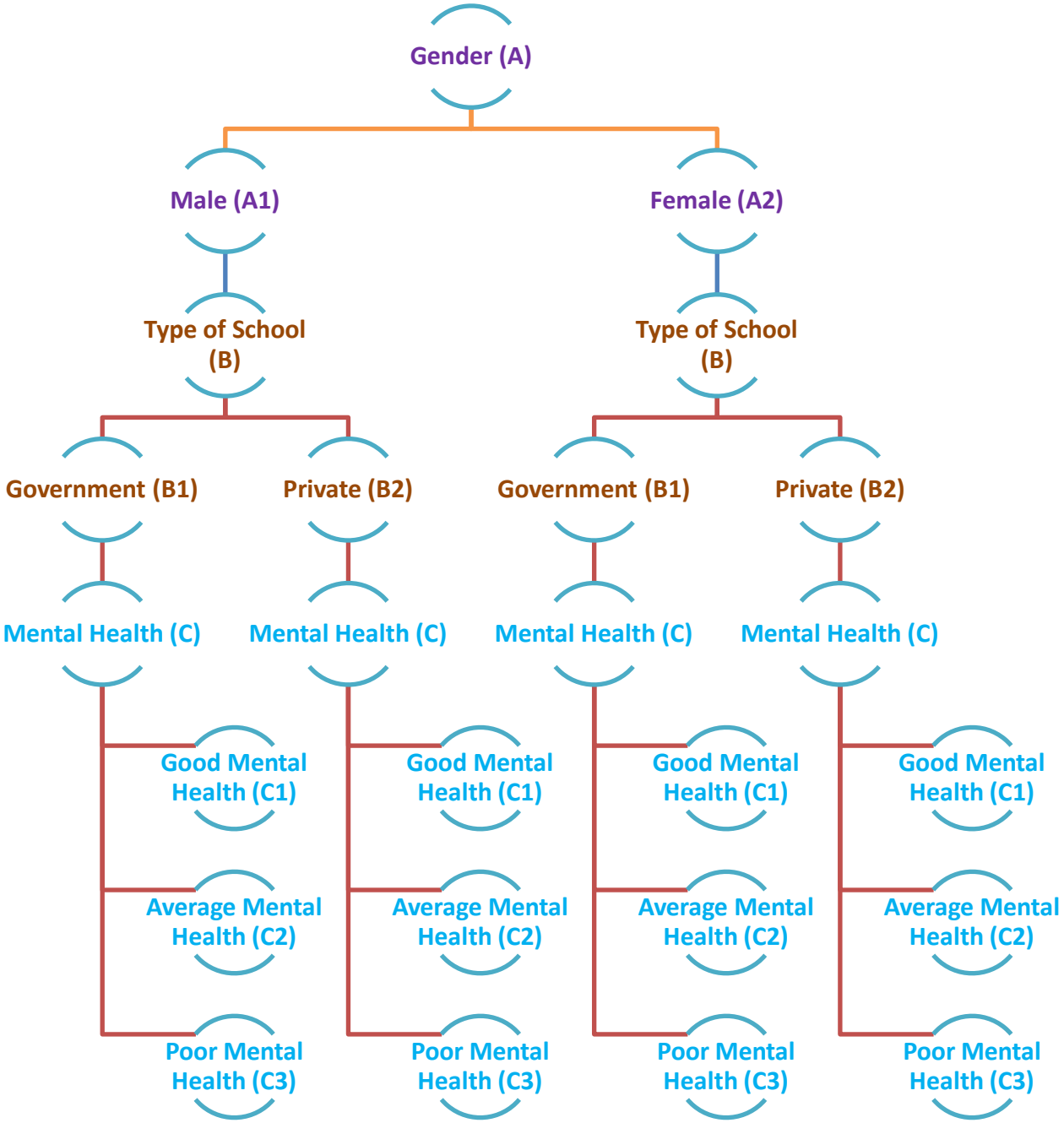
RESEARCH LAYOUT

In the present study 2x2x3 factorial design was used to analyse the main and interaction effects of independent variables (Gender, Mental Health, Home environment) on Emotional Maturity of Secondary school students.

Table- 1

Layout of the 2x2x 3 Factorial Design

(Gender,Type of School and Mental Health)



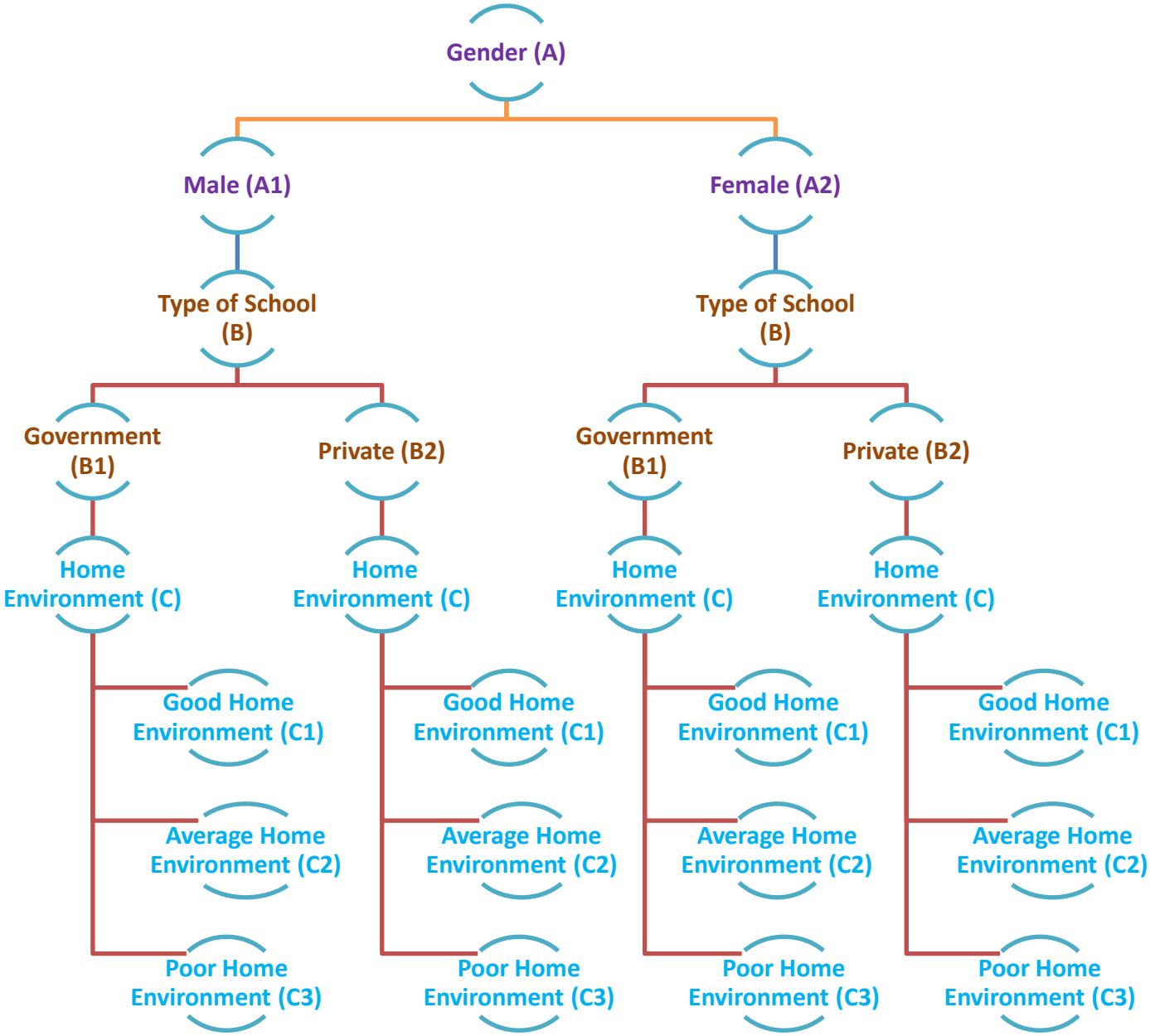
(Scores on Dependant Variable)

(Emotional Maturity Scores for twelve groups)

Table- 2

Layout of the 2x2x 3 Factorial Design

(Gender, Type of School and Home environment)



(Scores on Dependant Variable)

(Emotional Maturity Scores for twelve groups)

STATISTICAL ANALYSIS

The final data will be converted to significant information by its appropriate organization, presentation, tabulation, analysis and interpretation.The subsequent

statistical techniques will be used for analysis of the data gathered. Mean will be used to describe the average of whole score of sampled data. The standard deviationwill be used to measure the variability of scores. t-test will be used to find the significance difference between two means of independent variables, whereas to test the significances among more than two means Analysis of Variance (ANOVA) will be used.

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